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ABSTRACT

Vocational and technical education can provide economic mobility for individuals as well as economic development for communities. However, the literature and the results of this study indicate that the persons who could profit most from vocational education programs, those in lower status groups, know very little about such programs. A five percent sample of persons in the service area of Central Florida Community College was drawn from the telephone directory; 120 listings were chosen from each of five residential areas: high-income white, middle-income white, low-income white, middle-income black, and low-income black. A telephone survey was then conducted to determine two factors: (1) the number of persons in income/racial groups at each information level, in regard to vocational education programs; (2) patterns of media use within the income/racial groups. These media use patterns were used to design and implement an information dissemination campaign. A follow-up telephone survey showed a significant positive change in numbers of persons at the various information levels for low-income white and black groups. The sum of the percentage of increase for each information level was 23.6. Thus, 12,500 low-income whites and blacks had increased levels of information. Survey questionnaires are appended, along with sample media materials and comparative costs of media time or space. (NHM)

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THE DEVELOPMENT AND EVALUATION OF MULTI-MEDIA MATERIALS TO PRESENT INFORMATION ABOUT VOCATIONAL AND TECHNICAL EDUCATION TO SPECIFIC TARGET GROUPS

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INTRODUCTION

After conducting a statewide survey of Florida residents, Dobson and Edwards (1971:88) reported that the general adult population in Florida had not acquired a base of knowledge about vocational and technical education:

> It was true on every variable analyzed in this section that far more than a majority of our sample failed to pass even the most basic test regarding information about vocational education.

The Dobson and Edwards survey further revealed that persons in lower status groups -- those most likely to benefit from vocational and technical education -- had significantly less information about vocational and technical education than other groups.

In discussing standard public relations methods used by higher education institutions, Marston (1963:104) was critical:

> All too often educators bask in the delusion that they are communicating with important publics when, in fact, they are only talking to other educators....

Marston said effective public relations approaches might include "greater concentration upon the specific publics of which the general public of higher education is composed...."

Writing about Medicare program information, Stojanovic (1972:253) discussed what she called an "ideal" approach for disseminating program information:

> With respect to Medicare as well as other programs, it would be ideal if information could be sent through the channels most likely to be used by those for whom particular programs are designed, so that the least effort and expense will be wasted and the largest returns gained.... The identification of the social and demographic characteristics of the users of certain media would be a step in the direction of facilitating planning for the transmission of specific messages to particular publics.

This study applied the approach discussed by Stojanovic to vocational and technical education. Methods were developed and implemented to convey essential information about vocational and technical education programs in order to serve individuals who could profit by enrolling in those programs.

THE PROBLEM

The purpose of this study was to develop a model for determining information levels and media use patterns of population subgroups (population segments) in the service area of Central Florida Community College (Marion, Citrus, and Levy counties). The information levels were used to determine which population groups should be targets for an information campaign on vocational and technical education. Further, the media use patterns indicated which media should be used in disseminating the information.

A second purpose of the study was to measure and evaluate the effectiveness of various media materials, conveying information about vocational and technical education programs, in changing levels of information held by defined target population groups. Specifically, this study was to provide answers to the following questions:

1. What are the levels of information held by population subgroups concerning vocational and technical education programs?

2. What existing media are most appropriate for conveying vocational and technical program information to target population groups?

3. Does vocational and technical education program information conveyed to target population groups via appropriate media raise the levels of information held by those groups?

PROCEDURES

Study Design

The study was conducted on a pilot scale in the service area of Central Florida Community College, which is designated as a state Area Vocational-Technical School. The college, located in Ocala, serves Marion, Citrus, and Levy counties.

The study adhered to a separate sample pre-treatment-post-treatment quasi-experimental design. The pre-treatment survey determined the following:

1. Levels of information held by the population about vocational and technical education.

2. Demographic and social characteristics of respondents (occupation, education level, age grouping, race, income, sex, and urban/non-urban residency).

3. Media use patterns of respondents.

Thus, the pre-treatment survey revealed which population subgroups had the lowest levels of information about vocational and technical

education. These subgroups were selected as the targets for the treatment -- a media information campaign aimed at increasing levels of information about vocational and technical education.

Demographic information allowed determination of pertinent characteristics of population subgroups for the several levels of information.

The media use patterns suggested which media should be used in presenting the information.

The post-treatment survey determined the following:

1. Change in levels of information.
2. Demographic and social characteristics of respondents.
3. Source of recently acquired information about vocational and technical education.

Selection of the Sample

The pre-treatment sample was a 5% systematic sample, beginning at randomly selected items, drawn from telephone directories covering the service area of Central Florida Community College, except in the City of Ocala. A different, more representative sampling method was used in drawing the sample from the telephone directory for the City of Ocala. This was done to insure that major population income and racial subgroups were represented in the sample from Ocala, which is the largest and most heterogeneous city in the service area of Central Florida Community College. In drawing the Ocala sample, several Central Florida Community College administrators who were long-time residents of Ocala blocked out

areas on a map of the City of Ocala. To assure that the sample would include adequate numbers of cases for both black and white races and low-income groups, those areas were blocked out which could be defined accurately as residential areas of five income and racial groups: high-income white, middle-income white, low-income white, middle-income black, and low-income black. After the city map was blocked out, a 1970 Census Tract Map of the City of Ocala was used to determine the number of households in Ocala (7,933). Then, using 5% samples from the Ocala telephone directory, telephone listings were checked against the five income and racial residential areas; listings were drawn from the directory until 120 were taken from each of the five areas; listings that did not fit within those areas were not included in the sample. The 120 listings from each area included a 20% allowance for respondent loss. Taking this allowance into consideration, the resultant sample of 600 listings approximated a 5% sample of households in the City of Ocala.

After the sample was drawn, the pre-treatment questionnaires were administered by telephone in November and December, 1974, and January, 1975.

The post-treatment sample was drawn from telephone directories covering the service area of Central Florida Community College. The same sampling methods were used as in the first sampling. However, the second sample was drawn beginning at randomly selected telephone directory items that did not correspond with items selected in the pre-treatment survey sample; thus, the second sample did not contain any person included in the first sample.

The post-treatment survey questionnaires were administered by telephone the last week of March, 1975.

In administering both the pre-treatment and post-treatment questionnaires, the interviewers were instructed to talk with whoever answered the telephone provided that person was 16 years of age or older. Interviewers also were instructed to make up to three callbacks should the phone not be answered.

Instrumentation

The pre-treatment questionnaire was developed using the questionnaire from the Dobson and Edwards (1971) study as a base and drawing on questionnaires from media use studies reported in the literature. The pre-treatment questionnaire is included as Appendix A.

The post-treatment questionnaire (see Appendix B) was developed drawing from the pre-treatment questionnaire. The only differences between the questionnaires were (1) the questions on media use were not included in the post-treatment questionnaire and (2) the post-treatment questionnaire had two questions about the respondents' educational plans.

The "panel of experts" method was used to establish validity of the pre-treatment and post-treatment questionnaires. This included using the advisory committee to evaluate the questionnaires content for appropriateness to the study. The structure of the questionnaires was validated by Dr. James L. Wattenbarger, Professor of Education and Chairman of the Department of Educational Administration, University of Florida; Dr. John Nickens, Associate Director, Florida Community Junior College Inter-institutional Research Council, University of Florida; Dr. Benjamin L. Gorman, Professor of Sociology, University of Florida; and Dr. Harry H. Griggs, Professor of Journalism and Communications, University of Florida.

The Information Campaign

The media usage results revealed that the target population groups were extensive consumers of newspapers, television, radio, and to a much less extent, movies. Therefore, all four of these media were used in the information campaign which was conducted during March, 1975.

Because of the increasing need for educational institutions to hold down costs, the information campaign was planned as a low-cost public service announcement (PSA) and public relations venture; paid space or time in the various media was not used, except for a small advertisement placed in the classified advertisement section of the Ocala Star-Banner; the media materials prepared for the information campaign were distributed to the channels used frequently by target groups with the materials to be run at the discretion of media officials.

The media materials were prepared and distributed as follows (see Appendix C for texts of these materials):

1. A 55-second-long commercially made voice-over color movie showing and discussing aspects of vocational and technical education programs was filmed at Central Florida Community College; 16-millimeter and 35-millimeter prints were made from the film. A 16-millimeter print was taken to television station WESH in Daytona Beach in the middle of February, 1975.

2. The Springs, Ocala Twin, and Florida movie theaters (all owned by separate companies) in Ocala were contacted and requested to run a 35-millimeter print during their regular movie sequences. Officials of the Springs and Ocala Twin theaters refused because of their policies against showing any kind of advertisements other than their own film previews. The Florida Theater cooperated and showed the 55-second, 35-millimeter film for the last three weeks of March; the film was shown repeatedly each time a featured movie was shown, as part of the theater's regular movie cycle.

3. Photographs were taken of persons and actions connected with vocational and technical education programs and given with cutlines to the editor of the Ocala Star-Banner. Four of them were used in the news columns (on March 6, 11, 12, and 16). Also, a five-line classified advertisement on vocational and technical education programs was placed in the "Help Wanted" column of the Ocala Star-Banner and run for two weeks. The cutlines and the text of the classified advertisement are in Appendix C.

4. The last week of February, 1975, 30-second-long reel-to-reel audio tapes (the length commonly used by radio stations for public service announcements) on vocational and technical programs were delivered to radio stations WTMC and WMOP. The management at WTMC agreed to use the tapes as public service announcements whenever possible during March. The management of WMOP and WFUZ-FM (which is under the same ownership as WMOP) agreed to run the tapes as public service announcements seven times a day, including during the 6:00-10:00 A.M. period which was requested, every day during March, 1975.

Data Collection

Data were collected through the use of telephone surveys because of two important advantages of that method of contact. According to Nunnery and Kimbrough (1971), major advantages of the telephone survey include a low refusal rate among persons successfully contacted (assuming

the interviewers are capable), and the telephone survey is economical in terms of achieving completed interviews.

In order to determine coverage of the telephone samples and, therefore, the extent of generalizability among the population, a door-to-door survey was conducted to learn the percentage of people with telephones. The door-to-door survey was conducted in the low-income black area of Ocala because previous research (Dobson and Edwards, 1971) indicated that persons most likely to benefit from vocational and technical education -- those in lower status groups -- had significantly less information than other groups.

The interviewer contacted members of 157 households in the low-income black area of Ocala and found that 150 (95.5%) had telephones.

Executives of the two telephone corporations (Florida Telephone Corporation and Southern Bell Telephone Corporation) serving households in the Central Florida Community College service area were contacted to determine telephone coverage throughout the service area. Information given by the telephone company executives indicated that approximately 80% of the households in the service area of the college had telephones.

Thus, for all practical purposes, the scope of households with telephones was sufficiently large to merit limiting generalizability of the results of this study to members of households with telephones.

Data Treatment

The data collected were keypunched and analysis performed by the computer program Statistical Package for the Social Sciences (SPSS)

(Nie, Bent, and Hull, 1970). Pre-treatment and post-treatment responses were compared for each population subgroup to determine change in information levels. Media to which respondents attributed their information sources were tabulated for each population subgroup in order to evaluate the media's effectiveness in communicating information.

REVIEW OF RELATED STUDIES

Information Levels

Dobson and Edwards (1971) reported on a 1971 statewide survey of Florida residents; the study aimed at assessing levels of information about and perceptions of vocational, technical, and adult education in Florida. The study was an attempt to determine how much information Florida residents possessed about the content of vocational education advertising, about opportunities for vocational education in the areas where they lived and in Florida generally, and the ability of the respondents to name youth organizations concerned with vocational education.

Those information variables were studied in relation to several independent variables: whether or not the respondent had taken part in a vocational education program; where he had seen or heard advertising about vocational education; sex, age; race; occupation; education; and income.

Results of the Dobson and Edwards study included: Only 28% of the 898 respondents said they had seen or heard advertising about vocational education and were able to recall anything that was stressed in the advertising; 43% (386) of the respondents were able to answer when they

were asked to name some specific opportunities for vocational education in their area, but 112 of these respondents were able only to give some kind of program (i.e., "You can learn to be a mechanic.") without any reference as to where or how a person might take such a program; only 24% of respondents who said there were opportunities for vocational education in Florida were able to give any response at all to the question of what these opportunities might be; and only 16.4% of the total sample said they had heard of youth organizations concerned with vocational education and were correctly able to name at least one.

The primary findings of the Dobson and Edwards study were that levels of specific information about vocational opportunities were extremely low, and persons in lower status groups were less informed than persons in higher status groups.

Stating that it is well established that the blue-collar worker is less likely than the white-collar worker to participate in adult education, London and Wenkert (1964) identified obstacles that inhibit greater participation by blue-collar workers in adult education. These obstacles are of two types: (1) myths about the nature of blue-collar life, about the learning process, about the blue-collar worker's interest in education, etc.; and (2) obstacles inherent in the social conditions of the blue-collar world.

Obstacles of the second type were identified in an empirical study concerned with the relations between social class and adult education, and conducted in Oakland, California. The sample consisted of men between the ages of 20 and 60. Results revealed that a major obstacle was a lack

of information about adult education possessed by blue-collar workers, particularly the unskilled and the semi-skilled.

London and Wenkert also examined how blue-collar workers already participating in adult education learned about their courses. They found that personal sources (friends, neighbors, and acquaintances) were a major source of such information for the unskilled and semi-skilled blue-collar workers. The skilled blue-collar and lower white-collar, professional and managerial respondents relied much more frequently on the mass media, employers, supervisors, or being on a mailing list and receiving an announcement by mail.

Other findings of London and Wenkert were that men tend to participate in adult education with their friends, but the blue-collar worker is less likely than the white-collar worker to have friends or acquaintances who are enrolled in adult education courses. Thus, the blue-collar worker is less likely than the white-collar worker to have a source of information about adult education.

Media Use

Numerous studies have been conducted on media use patterns and preferences of various population groups and subgroups.

The Dobson and Edwards (1971) study reported above also found that the single most frequently mentioned source of information about vocational education in Florida was television (34.8% of the respondents) followed by newspapers (22.8%). Radio was reported as a primary source of information by only 3.2% of the respondents.

Anderson (1973) investigated differences in uses of mass media by urban and non-urban residents in Southeastern Ohio. He found that television was ranked highest as a media source of entertainment by both urban and non-urban respondents. Urban respondents generally favored television, first, and print media, second, for entertainment, news, and information. Non-urban respondents relied heavily on television for all three functions (entertainment, news, and information) but also favored radio as a source of entertainment and news.

Allen (1968) surveyed black ghetto residents in Pittsburgh to determine the use patterns and effects of mass media on the residents of a metropolitan black ghetto. The study showed that these ghetto residents were almost entirely dependent on television for news and viewed television extensively for entertainment; they also spent a considerable amount of time listening to radio (an average of five-and-a-half hours a day).

Greenberg and Dervin (1970) studied mass media behaviors (media use, availability, content preferences, functions and attitudes) of poor children, adolescents, and adults. Among the results was that members of low-income groups (especially blacks) watched television more than the general population.

The above studies suggest that television and radio would be prime channels for distributing information to low-income groups. However, another study (Stojanovic, 1972) found otherwise. Stojanovic determined sources from which rural low-income women in the Southeastern United States (Alabama, Mississippi, North Carolina and Tennessee) had heard about Medicare. The popularity of television and radio was again established.

However, the results also showed that persons of extremely low socio-economic status were least likely to have been reached by radio and television.

After surveying low-income persons in St. Louis, Block (1970) found that television and newspapers were the most effective modes of communication for reaching the urban poor.

Murdoff (1967) surveyed householders in Napa, California, to determine what community members understood about the local junior college and its functions. The results revealed that the newspaper was the best single source of information for all groups surveyed.

In studying social class and ethnic differences relative to readership of a War on Poverty newsletter, Williams and Lindsay (1971) found that media use habits and attitudes varied far more as a function of social stratification than of respondent ethnicity.

Bogart (1964) reviewed and discussed findings from various studies relating to media use by blue-collar workers. He pointed out that media coverage is extremely broad in the United States; and thus media use patterns are generally related to sex, ethnic, age, avocational, or occupational groupings which may be only indirectly related to social class. Bogart also stated that many studies have supported the observation that people of lower income and education were oriented to the "easier to absorb" broadcast media, while those of higher income and education gravitated toward print media. Other results mentioned include: People with less education look to television for entertainment rather than information; and daily newspaper reading among blue-collar workers is almost

as universal as in the population as a whole, but regularity of newspaper reading increases with education.

In a national study conducted primarily to determine the attitudes and feelings of Americans toward television and its content, Steiner (1963) compared the use of television with the use of radio, magazines, and newspapers. He found that the level of education of the respondent was the factor that made the greatest difference in the relative capacities and limitations attributed to the four media by the respondent. Where differences did exist according to such other characteristics as age, sex, family composition, urban-rural residency, and income, they were less pronounced and were always in a direction consistent with educational differences among groups. As education increased, respondents turned from television to newspapers or magazines for "intelligent," "educational" material. However, all educational levels found television to be the "most entertaining" of the four media studied.

Rees and Paisley (1967) studied 25 media and information-seeking behaviors, using data from a study in Fresno, California. Results showed that income and education were strong predictors of newspaper use; newspaper reading doubled from low to high income levels; and the more education, the higher the percentage who read newspapers.

Case studies conducted by MacLean (1952) suggest that a number of factors may be important to variations in communications behavior in different types of communities (city, small city, village, and farm). In this study, results indicated that persons with a high school level of education were the strongest radio fans; also, women listened to radio

much more than men. How many magazines a person read was clearly related to his income, occupation, education, and levels of social activity. The proportion of people attending to all five media in MacLean's studies -- newspapers, radio, magazines, movies, and books -- decreased consistently from metropolis through small city and village to the farms. Samuelson, Carter, and Ruggels (1963) also found that radio use was at a peak with persons who were at the high school graduate level of education, as did the MacLean research.

Conclusions from Literature Review

It is obvious from the studies that methods for disseminating vocational and technical information have had little success. Both the Dobson and Edwards (1971) study and the London and Wenkert (1964) study revealed that not only have levels of information about vocational education been found to be extremely low, but individuals most in need of such information -- persons in lower status groups such as unskilled and semi-skilled blue-collar workers -- are least likely to have information essential for enrolling in vocational programs.

Research on media preference and use patterns indicates that such patterns can vary according to such factors as urban or non-urban residency, social stratification, education, income and race. Thus, media use patterns cannot be easily generalized from one population to another.

From the review of research and literature, it was apparent that an approach is needed that determines the information sources of those

population subgroups having the lowest levels of information about vocational and technical education. Media use patterns should be determined in each area before disseminating information materials on vocational and technical education programs. Knowing which media are predominantly used by population subgroups will indicate the appropriate media to be used as channels for communicating information to those groups.

The review of related studies revealed that previous research has focused on either determining the information held by population groups about vocational and technical education or the media use patterns of population groups. However, this study determined both information levels and media use patterns of population subgroups in order to learn which media should be used for channeling vocational and technical education information to those groups having low levels of information.

RESULTS AND DISCUSSION

Response Rate to Telephone Surveys

Relatively high response rates were realized on the telephone surveys. This was in line with the Nunnery and Kimbrough (1971) statement that telephone surveys yield low refusal rates among persons contacted.

The drawn cases for the pre-treatment survey consisted of 1,917 telephone listings. Of this number, 1,204 (62.8%) persons were successfully contacted; the remaining 713 were not contacted due to disconnected numbers or no answers. Of the 1,204 persons contacted, only 170 (14.1%) refused to cooperate. Thus, the cooperating 1,034 persons comprised a response rate of 85.9%.

The drawn cases for the post-treatment survey consisted of 1,915 telephone listings. Of this number, 1,165 (60.8%) persons were successfully contacted; the remaining 750 were not contacted due to disconnected numbers or no answers. Of the 1,165 respondents contacted, 157 (13.5%) refused to cooperate. Thus, the 1,008 cooperating persons comprised a response rate of 86.5%.

Target Groups and Their Media Use

This study was intended as a model for identifying target groups to be the recipients of information about vocational and technical education programs and for determining if the information levels of target groups could be raised. The model entails the identification of information needs

of population subgroups as identifiable by demographic characteristics of citizens in an institution's service area. Because the literature has frequently used income and racial groups as population subgroups for study, the target groups in this study were defined in terms of these characteristics. Specifically the target groups of study were "low-income black" and "low-income white." Although the high-income black and high-income white categories were not considered to be target groups, data on them were available and, therefore, they were included in the study to determine if they also showed change in levels of information. A dividing line of $7,000 a year was used to separate the categories of "high" and "low" incomes because about half of the cases in both surveys fell below that figure and half fell above it. Thus, "high income" refers to an annual family income of $7,000 or more, and "low income" refers to an annual family income of below $7,000.

The distributions of respondents in both surveys are shown in Table 1. The table shows that 107 (10.3%) of the pre-treatment respondents were low-income blacks, 381 (36.8%) were low-income whites; 125 (12.4%) of the post-treatment respondents were low-income blacks, and 395 (39.2%) were low-income whites. The percentages in the income/racial group categories were similar for both the pre-treatment and post-treatment surveys.

TABLE 1

Income/Racial Groups of Pre-Treatment and Post-Treatment Respondents

	Pre-Treatment		Post-Treatment	
	Absolute Frequency	Relative Frequency (%)	Absolute Frequency	Relative Frequency (%)
Low-Income Black	107	10.3	125	12.4
Low-Income White	381	36.8	395	39.2
High-Income Black	50	4.8	41	4.1
High-Income White	465	45.0	429	42.6
Missing	31	3.0	18	1.8
Total	1,034	100.0	1,008	100.0

In order to determine what existing media would be most appropriate for conveying vocational and technical education program information to target population groups, data on media use were collected and categorized according to income/racial groups. The most appropriate media were those used most by the target population groups.

Television usage. The crosstabulation of income/racial groups by the time respondents said they spent daily watching elevision is shown in Table 2. According to that table, 43.0% of low-income blacks and 34.6% of low-income whites said they watched television four or more hours a day. Also, Table 2 revealed that 88.8% of low-income blacks and 91.5% of low-income whites indicated they viewed at least some television daily.

These television viewing patterns of low-income groups agree with results of previous media use research, particularly studies by Allen (1968) and by Greenberg and Dervin (1970). Allen found that black ghetto residents in Pittsburgh viewed television extensively, and Greenberg and Dervin found that low-income groups, particularly blacks, devoted considerable time to television viewing.

The crosstabulation of income/racial groups by time of day respondents watch television most is shown in Table 3. In all income/racial categories, the majority of respondents who indicated they were television viewers said they watched television most during the 6:00-10:00 P.M. period.

Table 4 presents data on the preferred television channels of those respondents who indicated they watched television. The table reveals a strong preference for WESH, Channel 2, in Daytona Beach, Florida; 72.0% of the low-income blacks and 47.7% of the low-income whites said they

TABLE 2

Income/Racial Groups of Pre-Treatment Respondents
By Time Spent Watching Television Daily[1]

Group	Count / Row % / Col % / Tot %	Less Than One Hour	One Hour	Two Hours	Three Hours	Four Or More Hours	None	No Response	Row Total
Low-Income Black		5	6	23	15	46	9	3	107
		4.7	5.6	21.5	14.0	43.0	8.4	2.8	10.7
		7.6	6.7	10.1	7.7	13.5	17.6	10.0	
		0.5	0.6	2.3	1.5	4.6	0.9	0.3	
Low-Income White		27	34	82	74	132	18	14	381
		7.1	8.9	21.5	19.4	34.6	4.7	3.7	38.1
		40.9	38.2	36.0	37.8	38.7	35.3	46.7	
		2.7	3.4	8.2	7.4	13.2	1.8	1.4	
High-Income Black		3	4	3	12	17	1	4	50
		6.0	8.0	18.0	24.0	34.0	2.0	8.0	5.0
		4.5	4.5	3.9	6.1	5.0	2.0	13.3	
		0.3	0.4	0.9	1.2	1.7	0.1	0.4	
High-Income White		31	45	114	95	146	23	9	463
		6.7	9.7	24.6	20.5	31.5	5.0	1.9	46.3
		47.0	50.6	50.0	48.5	42.8	45.1	30.0	
		3.1	4.5	11.4	9.5	14.6	2.3	0.9	
	Column Total	66	89	228	196	341	51	30	1001
		6.6	8.9	22.8	19.6	34.1	5.1	3.0	100.0

Number of Missing Observations = 33

[1]Numerous tables in this report follow this format. An illustration of how to use these tables follows: The numeric count for low-income blacks who spend less than one hour daily watching television is 5 (count). These 5 cases constitute 4.7% (row %) of the total 107 low-income black cases (row total) and 7.6% (col %) of the 66 (column total) low-income blacks who spend less than one hour daily watching television. These 5 cases comprise .5% (tot %) of the total 1001 respondents.

TABLE 3

Income/Racial Groups of Pre-Treatment Respondents
By Time of Day Watch Television Most

Group	Count / Row % / Col % / Tot %	6AM to 10AM	10AM to 2PM	2PM to 6PM	6PM to 10PM	10PM to 2AM	All Day	All Evening	Row Total
Low-Income Black		4	4	11	60	1	9	1	90
		4.4	4.4	12.2	66.7	1.1	10.0	1.1	10.4
		13.3	11.4	14.1	9.4	20.0	15.5	4.2	
		0.5	0.5	1.3	6.9	0.1	1.0	0.1	
Low-Income White		11	16	38	227	1	21	9	323
		3.4	5.0	11.8	70.3	0.3	6.5	2.8	37.3
		36.7	45.7	48.7	35.6	20.0	36.2	37.5	
		1.3	1.8	4.4	26.2	0.1	2.4	1.0	
High-Income Black		0	0	4	35	0	5	2	46
		0.0	0.0	8.7	76.1	0.0	10.9	4.3	5.3
		0.0	0.0	5.1	5.5	0.0	8.6	8.3	
		0.0	0.0	0.5	4.0	0.0	0.6	0.2	
High-Income White		15	15	25	315	3	23	12	408
		3.7	3.7	6.1	77.2	0.7	5.6	2.9	47.1
		50.0	42.9	32.1	49.5	60.0	39.7	50.0	
		1.7	1.7	2.9	36.3	0.3	2.7	1.4	
	Column Total	30	35	78	637	5	58	24	867
		3.5	4.0	9.0	73.5	0.6	6.7	2.8	100.0

Number of Missing Observations = 167

TABLE 4

Income/Racial Groups of Pre-Treatment Respondents
By Preferred Television Channel

Group	Count / Row % / Col % / Tot %	WESH	WFTV	WTLV	WDBO	WJXT	WJKS	WUFT	WLCY	WCJB	WFLA	WEDU	Row Total
Low-Income Black		59	4	2	5	1	0	1	4	6	0	0	82
		72.0	4.9	2.4	6.1	1.2	0.0	1.2	4.9	7.3	0.0	0.0	11.9
		14.5	16.0	40.0	11.9	8.3	0.0	6.7	8.3	18.2	0.0	0.0	
		8.5	0.6	0.3	0.7	0.1	0.0	0.1	0.6	0.9	0.0	0.0	
Low-Income White		122	7	1	18	5	31	5	21	17	24	5	256
		47.7	2.7	0.4	7.0	2.0	12.1	2.0	8.2	6.6	9.4	2.0	37.0
		30.0	28.0	20.0	42.9	41.7	60.8	33.3	43.8	51.5	57.1	45.5	
		17.7	1.0	0.1	2.6	0.7	4.5	0.7	3.0	2.5	3.5	0.7	
High-Income Black		34	2	0	1	1	1	0	0	1	0	0	40
		85.0	5.0	0.0	2.5	2.5	2.5	0.0	0.0	2.5	0.0	0.0	5.8
		8.4	8.0	0.0	2.4	8.3	2.0	0.0	0.0	3.0	0.0	0.0	
		4.9	0.3	0.0	0.1	0.1	0.1	0.0	0.0	0.1	0.0	0.0	
High-Income White		192	12	2	18	5	19	9	23	9	18	6	313
		61.3	3.8	0.6	5.8	1.6	6.1	2.9	7.3	2.9	5.8	1.9	45.3
		47.2	48.0	40.0	42.9	41.7	37.3	60.0	47.9	27.3	42.9	54.5	
		27.8	1.7	0.3	2.6	0.7	2.7	1.3	3.3	1.3	2.6	1.0	
	Column Total	407	25	5	42	12	51	15	48	33	42	11	691
		58.9	3.6	0.7	6.1	1.7	7.4	2.2	6.9	4.8	6.1	1.7	100.0

Number of Missing Observations = 343

preferred WESH. One reason for the high preference for WESH, according to respondents, is that many residents of this area receive the best video and audio signals on this channel. In addition to WESH, the television stations mentioned by respondents were: WFTV, Channel 9, Orlando; WTLV, Channel 12, Jacksonville; WDBO, Channel 6, Orlando; WJXT, Channel 4, Jacksonville; WJKS, Channel 17, Jacksonville; WUFT, Channel 5, Gainesville; WLCY, Channel 10, Largo; WCJB, Channel 20, Gainesville; WFLA, Channel 8, Tampa; and WEDU, Channel 3, Tampa.

Radio usage. The crosstabulation of income/racial groups with the time respondents spent daily listening to the radio is shown in Table 5. It can be observed from this table that 62.6% of the low-income blacks and 61.1% of the low-income whites listened to the radio at least some daily. Further, 54.2% of the low-income blacks and 46.9% of the low-income whites listened to radio at least one hour or more daily.

These findings on radio listenership suggested less radio usage by low-income blacks than reported in the study by Allen (1968). Allen found that black ghetto residents in Pittsburgh spent an average of five-and-a-half hours a day listening to radio. However, Table 5 shows that only 14.0% of the low-income blacks in this study said they spent four or more hours a day listening to the radio.

Table 6 presents the results of crosstabulation of income/racial groups by time of day respondents listen to the radio. The highest number of responses fell in the 6:00-10:00 A.M. period, with the second highest percentages occurring in the "all day" category. Of the low-income blacks who answered the question, 70.0% said they were most likely to listen to the radio in the 6:00-10:00 A.M. period, and 10.0% indicated "all day".

TABLE 5

Income/Racial Groups of Pre-Treatment Respondents
By Time Spent Daily Listening to Radio

Group	Count / Row % / Col % / Tot %	Less Than One Hour	One Hour	Two Hours	Three Hours	Four Or More Hours	None	No Response	Row Total
Low-Income Black		9	13	19	11	15	36	4	107
		8.4	12.1	17.8	10.3	14.0	33.6	3.7	10.7
		5.9	10.1	14.6	17.2	7.7	12.8	8.2	
		0.9	1.3	1.9	1.1	1.5	3.6	0.4	
Low-Income White		54	47	43	14	74	122	26	380
		14.2	12.4	11.3	3.7	19.5	32.1	6.8	38.0
		35.5	36.4	33.1	21.9	37.9	43.3	53.1	
		5.4	4.7	4.3	1.4	7.4	12.2	2.6	
High-Income Black		8	14	5	5	8	6	4	50
		16.0	28.0	10.0	10.0	16.0	12.0	8.0	5.0
		5.3	10.9	3.8	7.8	4.1	2.1	8.2	
		0.8	1.4	0.5	0.5	0.8	0.6	0.4	
High-Income White		81	55	63	34	98	118	15	464
		17.5	11.9	13.6	7.3	21.1	25.4	3.2	46.4
		53.3	42.6	48.5	53.1	50.3	41.8	30.6	
		8.1	5.5	6.3	3.4	9.8	11.8	1.5	
Column Total		152	129	130	64	195	282	49	1001
		15.2	12.9	13.0	6.4	19.5	28.2	4.9	100.0

Number of Missing Observations = 33

TABLE 6

Income/Racial Groups of Pre-Treatment Respondents
By Time of Day Listening to Radio

Group	Count / Row % / Col % / Tot %	6AM to 10AM	10AM to 2PM	2PM to 6PM	6PM to 10PM	10PM to 2AM	2AM to 6AM	All Day	Row Total
Low-Income Black		42	4	4	3	1	0	6	60
		70.0	6.7	6.7	5.0	1.7	0.0	10.0	11.8
		16.1	8.9	13.8	10.0	8.3	0.0	4.6	
		8.3	0.8	0.8	0.6	0.2	0.0	1.2	
Low-Income White		67	16	14	14	4	1	50	166
		40.4	9.6	8.4	8.4	2.4	0.6	30.1	32.6
		25.7	35.6	48.3	46.7	33.3	100.0	38.2	
		13.2	3.1	2.8	2.8	0.8	0.2	9.8	
High-Income Black		23	0	0	1	4	0	8	36
		63.9	0.0	0.0	2.8	11.1	0.0	22.2	7.1
		8.8	0.0	0.0	3.3	33.3	0.0	6.1	
		4.5	0.0	0.0	0.2	0.8	0.0	1.6	
High-Income White		129	25	11	12	3	0	67	247
		52.2	10.1	4.5	4.9	1.2	0.0	27.1	48.5
		49.4	55.6	37.9	40.0	25.0	0.0	51.2	
		25.3	4.9	2.2	2.4	0.6	0.0	13.2	
Column Total		261	45	29	30	12	1	131	509
		51.3	8.8	5.7	5.9	2.4	0.2	25.7	100.0

Number of Missing Observations = 525

Of the low-income whites who answered the question on the time of day they listen to the radio, 40.4% responded in the 6:00-10:00 A.M. category and 30.1% answered in the "all day" category.

The preferred radio stations of radio-listening respondents are given in Table 7. The radio stations mentioned by respondents as stations they preferred were: WMOP, Ocala; WTMC, Ocala; WAPE, Jacksonville; WPDQ, Jacksonville; WWKE, Ocala; WSLC, Clermont; WORJ, Orlando; WTRS, Dunnellon; WFUZ-FM, Ocala; WOKB, Winter Garden; WDBO, Orlando; WZST, Leesburg; WDVH, Gainesville; WLQH, Chiefland; WGVL, Gainesville; WFAM-FM, Jacksonville; WRUF, Gainesville; WQXM-FM, Clearwater; WYSE, Inverness; WHOO, Orlando; WLCY, St. Petersburg; WQIK, Jacksonville; WGTO, Cypress Gardens; WWJB, Brooksville.

Table 7 shows that two stations (WMOP, 16.0%, and WTMC, 46.0%) were chosen as "preferred radio stations" by the highest percentages of low-income black respondents who answered the question. Five radio stations received the highest number of responses from low-income whites who answered the question: WMOP, 23.0%; WTMC, 12.5%; WTRS, 15.1%; WFUZ-FM, 14.5%; and WYZE, 12.5%. Two radio stations -- WMOP and WTMC -- appear to have been the most popular with all income/racial groups.

Newspaper usage. The daily amounts of time respondents said they spent reading newspapers are shown in Table 8. This table shows that 77.5% of low-income blacks and 79.5% of low-income whites said they read newspapers daily; 92.0% of high-income blacks and 88.7% of high-income whites said they read newspapers daily.

These results are somewhat similar to findings in a previous media use study. Rees and Paisley (1967) found that income was a strong predictor of newspaper use with newspaper reading doubling from low- to high-income

TABLE 7

Income/Racial Groups of Pre-Treatment Respondents
By Preferred Radio Stations

Group	Count / Row % / Col % / Tot %	WMOP	WTMC	WAPE	WPDQ	WWKE	WSLC	WORJ	WTRS	WFUZ-FM	WOKB	WDBO	WZST
Low-Income Black		8	23	1	2	5	1	1	1	0	2	1	0
		16.0	46.0	2.0	4.0	10.0	2.0	2.0	2.0	0.0	4.0	2.0	0.0
		8.0	19.5	9.1	66.7	17.2	100.0	12.5	1.8	0.0	66.7	12.5	0.0
		1.7	4.9	0.2	0.4	1.1	0.2	0.2	0.2	0.0	0.4	0.2	0.0
Low-Income White		35	19	3	0	3	0	2	23	22	1	3	3
		23.0	12.5	2.0	0.0	2.0	0.0	1.3	15.1	14.5	0.7	2.0	2.0
		35.0	16.1	27.3	0.0	10.3	0.0	25.0	41.8	39.3	33.3	37.5	50.0
		7.5	4.1	0.6	0.0	0.6	0.0	0.4	4.9	4.7	0.2	0.6	0.6
High-Income Black		5	17	1	1	5	0	0	0	0	0	0	0
		17.2	58.6	3.4	3.4	17.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		5.0	14.4	9.1	33.3	17.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		1.1	3.6	0.2	0.2	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
High-Income White		52	59	6	0	16	0	5	31	34	0	4	3
		22.1	25.1	2.6	0.0	6.8	0.0	2.1	13.2	14.5	0.0	1.7	1.3
		52.0	50.0	54.5	0.0	55.2	0.0	62.5	56.4	60.7	0.0	50.0	50.0
		11.2	12.7	1.3	0.0	3.4	0.0	1.1	6.7	7.3	0.0	0.9	0.6
	Column Total	100	118	11	3	29	1	8	55	56	3	8	6
		21.5	25.3	2.4	0.6	6.2	0.2	1.7	11.8	12.0	0.6	1.7	1.3

TABLE 7 (cont.)

Income/Racial Groups of Pre-Treatment Respondents
By Preferred Radio Stations

Group	Count / Row % / Col % / Tot %	WDVH	WLQH	WGVL	WFAM-FM	WRUF	WQXM-FM	WYSE	WHOO	WLCY	WQIK	WGTO	WWJB	Row Total
		1	3	0	0	1	0	0	0	0	0	0	0	50
Low-Income		2.0	6.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.7
Black		10.0	18.8	0.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		0.2	0.6	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		5	4	0	1	2	0	19	3	2	1	1	0	152
Low-Income		3.3	2.6	0.0	0.7	1.3	0.0	12.5	2.0	1.3	0.7	0.7	0.0	32.6
White		50.0	25.0	0.0	50.0	40.0	0.0	79.2	75.0	100.0	100.0	100.0	0.0	
		1.1	0.9	0.0	0.2	0.4	0.0	4.1	0.6	0.4	0.2	0.2	0.0	
		0	0	0	0	0	0	0	0	0	0	0	0	29
High-Income		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.2
Black		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		4	9	1	1	2	1	5	1	0	0	0	1	235
High-Income		1.7	3.8	0.4	0.4	0.9	0.4	2.1	0.4	0.0	0.0	0.0	0.4	50.4
White		40.0	56.3	100.0	50.0	40.0	100.0	20.8	25.0	0.0	0.0	0.0	100.0	
		0.9	1.9	0.2	0.2	0.4	0.2	1.1	0.2	0.0	0.0	0.0	0.2	
	Column	10	16	1	2	5	1	24	4	2	1	1	1	466
	Total	2.1	3.4	0.2	0.4	1.1	0.2	5.2	0.9	0.4	0.2	0.2	0.2	100.0

Number of Missing Observations = 568

TABLE 8

Income/Racial Groups of Pre-Treatment Respondents
By Time Spent Daily Reading Newspapers

Group	Count / Row % / Col % / Tot %	Less Than Half Hour	Half to One Hour	About One Hour	Two Hours	Three Hours	Four or More Hours	None	No Response	Row Total
Low-Income Black		32	32	13	5	0	1	20	4	107
		29.9	29.9	12.1	4.7	0.0	0.9	18.7	3.7	10.7
		12.9	11.6	5.2	8.2	0.0	20.0	21.7	6.1	
		3.2	3.2	1.3	0.5	0.0	0.1	2.0	0.4	
Low-Income White		75	88	108	26	3	3	47	31	381
		19.7	23.1	28.3	6.8	0.8	0.8	12.3	8.1	38.0
		30.1	32.0	43.4	42.6	60.0	60.0	51.1	47.0	
		7.5	8.8	10.8	2.6	0.3	0.3	4.7	3.1	
High-Income Black		19	20	5	2	0	0	3	1	50
		38.0	40.0	10.0	4.0	0.0	0.0	6.0	2.0	5.0
		7.6	7.3	2.0	3.3	0.0	0.0	3.3	1.5	
		1.9	2.0	0.5	0.2	0.0	0.0	0.3	0.1	
High-Income White		123	135	123	28	2	1	22	30	464
		26.5	29.1	26.5	6.0	0.4	0.2	4.7	6.5	46.3
		49.4	49.1	49.4	45.9	40.0	20.0	23.9	45.5	
		12.3	13.5	12.3	2.8	0.2	0.1	2.2	3.0	
	Column Total	249	275	249	61	5	5	92	66	1002
		24.9	27.4	24.9	6.1	0.5	0.5	9.2	6.6	100.0

Number of Missing Observations = 32

levels. The pre-treatment survey showed an average of 11.8% difference between the percentages of low-income respondents who said they read newspapers daily and the high-income respondents who gave similar responses, with the high-income respondents reporting the higher percentages of newspaper daily readership.

The newspapers that newspaper-reading respondents said they read most are shown in Table 9 which is a crosstabulation of income/racial groups with newspapers read most. The newspapers respondents mentioned when asked what newspapers they read most were: the Ocala Star-Banner, the Orlando Sentinel, the Tampa Tribune, the Florida Times-Union, the Miami Herald, the Marion Gazette, the St. Petersburg Times, the Lake County Lake News, the Voice of South Marion, the Gainesville Sun, the Jacksonville Journal, the Williston Sun, the Levy County Journal, the Chiefland Citizen, the Citrus County Chronicle, the Crystal River Suncoast Sentinel, The Poster in Homosassa Springs, the Beverly Hills Inquirer, the Inverness Advertiser, and the Tampa Times.

Table 9 shows that the Ocala Star-Banner was the most frequently mentioned newspaper; 73.3% of the low-income blacks and 38.3% of the low-income whites said they read the Ocala Star-Banner more than any other newspaper.

Movie usage. Table 10 shows the frequency of movie attendance by income/racial groups. The table reveals that 25.1% of the low-income blacks and 15.7% of the low-income whites said they attend movies; 50.0% of the high-income blacks and 39.7% of the high-income whites said that they attend movies.

Data on respondents' favorite nights for attending movies are presented

TABLE 9

Income/Racial Groups of Pre-Treatment Respondents
By Newspaper Read Most

Group	Count / Row % / Col % / Tot %	Ocala Star Bann.	Orlando Sentinel	Tampa Tribune	Fla. Times Union	Miami Herald	Marion Gazette	St. Pete Times	Lake Co. Lake News	Voice of South Marion	Gainesville Sun
Low-Income Black		61	7	1	2	0	0	0	0	0	8
		75.3	8.6	1.2	2.5	0.0	0.0	0.0	0.0	0.0	9.9
		13.9	7.8	0.8	20.0	0.0	0.0	0.0	0.0	0.0	17.4
		7.5	0.9	0.1	0.2	0.0	0.0	0.0	0.0	0.0	1.0
Low-Income White		115	33	72	3	0	0	33	0	1	20
		38.3	11.0	24.0	1.0	0.0	0.0	11.0	0.0	0.3	6.7
		26.2	36.7	54.5	30.0	0.0	0.0	60.0	0.0	100.0	43.5
		14.2	4.1	8.9	0.4	0.0	0.0	4.1	0.0	0.1	2.5
High-Income Black		39	5	1	0	0	0	0	0	0	0
		86.7	11.1	2.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		8.9	5.6	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		4.8	0.6	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
High-Income White		224	45	58	5	3	1	22	1	0	18
		58.5	11.7	15.1	1.3	0.8	0.3	5.7	0.3	0.0	4.7
		51.0	50.0	43.9	50.0	100.0	100.0	40.0	100.0	0.0	39.1
		27.7	5.6	7.2	0.6	0.4	0.1	2.7	0.1	0.0	2.2
Column Total		439	90	132	10	3	1	55	1	1	46
		54.3	11.1	16.3	1.2	0.4	0.1	6.8	0.1	0.1	5.7

TABLE 9 (cont.)

Income/Racial Groups of Pre-Treatment Respondents
By Newspaper Read Most

Group	Count / Row % / Col % / Tot %	Jax Journal	Williston Sun	Levy County Journal	Chiefland Citizen	Citrus County Chronicle	Crystal River Suncst. Sentin.	The Poster Hom. Spgs.	Bevly. Hills Inq.	Inverness Advertiser	Tampa Times	Row Total
Low-Income Black		0	1	0	1	0	0	0	0	0	0	81
		0.0	1.2	0.0	1.2	0.0	0.0	0.0	0.0	0.0	0.0	10.0
		0.0	100.0	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	
		0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	
Low-Income White		1	0	0	2	14	1	1	1	2	1	300
		0.3	0.0	0.0	0.7	4.7	0.3	0.3	0.3	0.7	0.3	37.1
		100.0	0.0	0.0	33.3	87.5	100.0	100.0	100.0	100.0	100.0	
		0.1	0.0	0.0	0.2	1.7	0.1	0.1	0.1	0.2	0.1	
High-Income Black		0	0	0	0	0	0	0	0	0	0	45
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.6
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
High-Income White		0	0	1	3	2	0	0	0	0	0	383
		0.0	0.0	0.3	0.8	0.5	0.0	0.0	0.0	0.0	0.0	47.3
		0.0	0.0	100.0	50.0	12.5	0.0	0.0	0.0	0.0	0.0	
		0.0	0.0	0.1	0.4	0.2	0.0	0.0	0.0	0.0	0.0	
Column Total		1	1	1	6	16	1	1	1	2	1	809
		0.1	0.1	0.1	0.7	2.0	0.1	0.1	0.1	0.2	0.1	100.0

Number of Missing Observations = 225

TABLE 10

Income/Racial Groups of Pre-Treatment Respondents
By Frequency of Movie Attendance

Group	Count / Row % / Col % / Tot %	Several Times a Week	About Once Per Week	Several Times a Month	About Once a Month	Less Than Once a Month	Never	No Answer	Row Total
Low-Income Black		0	3	7	7	10	74	6	107
		0.0	2.8	6.5	6.5	9.3	69.2	5.6	10.7
		0.0	23.1	15.9	9.7	6.2	10.9	20.7	
		0.0	0.3	0.7	0.7	1.0	7.4	0.6	
Low-Income White		0	4	9	18	29	308	13	381
		0.0	1.0	2.4	4.7	7.6	80.8	3.4	38.0
		0.0	30.8	20.5	25.0	18.0	45.4	44.8	
		0.0	0.4	0.9	1.8	2.9	30.7	1.3	
High-Income Black		1	2	4	6	12	23	2	50
		2.0	4.0	8.0	12.0	24.0	46.0	4.0	5.0
		16.7	15.4	9.1	8.3	7.5	3.4	6.9	
		0.1	0.2	0.4	0.6	1.2	2.3	0.2	
High-Income White		5	4	24	41	110	273	8	465
		1.1	0.9	5.2	8.8	23.7	58.7	1.7	46.4
		83.3	30.8	54.5	56.9	68.3	40.3	27.6	
		0.5	0.4	2.4	7.1	11.0	27.2	0.8	
Column Total		6	13	44	72	161	678	29	1003
		0.6	1.3	4.4	7.2	16.1	67.6	2.9	100.0

Number of Missing Observations = 31

in Table 11. The highest percentage (5.6%) of low-income black respondents said they had no favorite night or nights for attending movies. However, 4.7% indicated "Sunday", .9% said "Saturday", and 4.7% indicated "weekends"; thus, 10.3% of the low-income black respondents favored movie attendance on weekends. The highest percentage of low-income whites (7.6%) said they had no favorite night or nights for movie attendance.

The movie theaters that movie-going respondents said they preferred to attend are shown in Table 12. The theaters that the respondents said they preferred to attend were: the Florida Theater in Ocala, the Ocala Twin Theater, the Ocala Drive In Theater, the Skylark Drive In Theater in Ocala, the Springs Theater in Ocala, the Plaza Theater in Eustis, the Vista Theater in Leesburg, the Suburbia Drive In Theater in Gainesville, the Arcade Theater in Williston, the Chief Theater in Chiefland, the Inverness Theater, and the Springs Theater in Crystal River.

Table 12 indicates movie-going low-income blacks primarily preferred two theaters; the Florida Theater was mentioned by 42.9% and the Ocala Twin was mentioned by 28.6%. Movie-going low-income whites primarily preferred two theaters: the Ocala Twin (37.0%) and the Springs Theater (22.2%).

Conclusions on media use. Findings from the pre-treatment survey on the media use habits of respondents illustrate that different population groups have different media use patterns. These patterns should be considered when designing an information campaign to disseminate vocational and technical education program information to target population groups.

Comparison of Pre-Treatment and Post-Treatment Sample Characteristics

It is possible that random variation could have resulted in differences

TABLE 11

Income/Racial Groups of Pre-treatment Respondents
By Times of Movie Attendance

Group	Count / Row % / Col % / Tot %	Sun-day	Mon-day	Wed-nes-day	Thurs-day	Fri-day	Satur-day	Week-ends	Week-days	Other Combi-nations	No Favor-ites	No Answer	Not Appli-cable	Row Total
Low-Income Black		5	0	3	1	4	1	5	0	1	6	3	78	107
		4.7	0.0	2.8	0.9	3.7	0.9	4.7	0.0	0.9	5.6	2.8	72.9	10.7
		38.5	0.0	60.0	100.0	15.4	2.4	11.9	0.0	25.0	4.5	13.6	11.0	
		0.5	0.0	0.3	0.1	0.4	0.1	0.5	0.0	0.1	0.6	0.3	7.8	
Low-Income White		2	1	0	0	6	9	8	0	0	29	6	320	381
		0.5	0.3	0.0	0.0	1.6	2.4	2.1	0.0	0.0	7.6	1.6	84.0	38.0
		15.4	50.0	0.0	0.0	23.1	22.0	19.0	0.0	0.0	22.0	27.3	45.2	
		0.2	0.1	0.0	0.0	0.6	0.9	0.8	0.0	0.0	2.9	0.6	31.9	
High-Income Black		2	0	0	0	2	6	2	2	1	9	3	23	50
		4.0	0.0	0.0	0.0	4.0	12.0	4.0	4.0	2.0	18.0	6.0	46.0	5.0
		15.4	0.0	0.0	0.0	7.7	14.6	4.8	28.6	25.0	6.8	13.6	3.2	
		0.2	0.0	0.0	0.0	0.2	0.6	0.2	0.2	0.1	0.9	0.3	2.3	
High-Income White		4	1	2	0	14	25	27	5	2	88	10	287	465
		0.9	0.2	0.4	0.0	3.0	5.4	5.8	1.1	0.4	18.9	2.2	61.7	46.4
		30.8	50.0	40.0	0.0	53.8	61.0	64.3	71.4	50.0	66.7	45.5	40.5	
		0.4	0.1	0.2	0.0	1.4	2.5	2.7	0.5	0.2	8.8	1.0	28.6	
Column Total		13	2	5	1	26	41	42	7	4	132	22	708	1003
		1.3	0.2	0.5	0.1	2.6	4.1	4.2	0.7	0.4	13.2	2.2	70.6	100.0

Number of Missing Observations = 31

TABLE 12

Income/Racial Groups of Pre-Treatment Respondents
By Movie Theaters Attended Most Often

Group	Count / Row % / Col % / Tot %	Fla. Thetr. Ocala	Ocala Twin	Ocala Drive In	Sky-lark D.I. Ocala	Sprgs. Thetr. Ocala	Plaza Eustis	Vista Lees-burg	Su-burbia Gaines-ville	Arcade Willis-ton	Chief Chief-land	Inver-ness	Sprgs. Cryst. River	Total
Low-Income Black		6	4	1	1	1	0	0	1	0	0	0	0	14
		42.9	28.6	7.1	7.1	7.1	0.0	0.0	7.1	0.0	0.0	0.0	0.0	11.4
		54.5	9.1	20.0	50.0	2.4	0.0	0.0	50.0	0.0	0.0	0.0	0.0	
		4.9	3.3	0.8	0.8	0.8	0.0	0.0	0.8	0.0	0.0	0.0	0.0	
Low-Income White		0	10	2	0	6	0	1	1	2	0	1	4	27
		0.0	37.0	7.4	0.0	22.2	0.0	3.7	3.7	7.4	0.0	3.7	14.8	22.0
		0.0	22.7	40.0	0.0	14.3	0.0	100.0	50.0	100.0	0.0	25.0	50.0	
		0.0	8.1	1.6	0.0	4.9	0.0	0.8	0.8	1.6	0.0	0.8	3.3	
High-Income Black		5	3	1	0	4	0	0	0	0	0	0	0	13
		38.5	23.1	7.7	0.0	30.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.6
		45.5	6.8	20.0	0.0	9.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		4.1	2.4	0.8	0.0	3.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
High-Income White		0	27	1	1	31	1	0	0	0	1	3	4	69
		0.0	39.1	1.4	1.4	44.9	1.4	0.0	0.0	0.0	1.4	4.3	5.8	56.1
		0.0	61.4	20.0	50.0	73.8	100.0	0.0	0.0	0.0	100.0	75.0	50.0	
		0.0	22.0	0.8	0.8	25.2	0.8	0.0	0.0	0.0	0.8	2.4	3.3	
Column Total		11	44	5	2	42	1	1	2	2	1	4	8	123
		8.9	35.8	4.1	1.6	34.1	0.8	0.8	1.6	1.6	0.8	3.3	6.5	100.0

Number of Missing Observations = 911

in the demographic characteristics of individuals in the pre-treatment survey and the post-treatment survey. Although the same sampling procedures were used in the post-treatment survey as in the pre-treatment survey, a comparison of the samples' demographic data was made in order to assure their similarity. The comparison showed that any variations were very minor and thus could not account for possible differences in pre-treatment and post-treatment information levels.

County of residence. Findings from the pre-treatment survey show that 633 (61.2%) were from Marion County (of which 406 were from Ocala), 286 (27.7%) were from Citrus County, and 115 (11.1%) were from Levy County. In the post-treatment survey, 660 (65.5%) were from Marion County (of which 394 were from Ocala), 226 (22.4%) were from Citrus County, 122 (12.1%) were from Levy County.

Urban/non-urban residency. For the purpose of this study, "urban" was considered to be any incorporated area of 2,500 or more. According to the Chambers of Commerce in the service area of the college, five incorporated areas were urban according to this definition. In Marion County, Ocala was the only area considered urban. In Citrus County, Crystal River and Inverness were classified as urban; and in Levy County, Williston and Chiefland were classified urban.

In the pre-treatment survey, 620 (60%) of the respondents were considered urban, and the remaining 414 (40%) were considered non-urban. In the post-treatment survey, 578 (57.3%) were considered urban and the remaining 430 (42.7%) were considered non-urban.

Length of area residency. The pre-treatment survey results revealed that 658 (63.6%) of the respondents said they had lived in the area more than five years, and 309 (29.9%) said between one and five years. Thus, 967 (93.5%) of the 1,034 pre-treatment respondents had lived in the area over a year. The post-treatment results showed that 673 (66.8%) of the respondents said they had lived in the area more than five years, and 280 (27.8%) said between one and five years. Thus, 953 (94.5%) of the 1,008 post-treatment respondents had lived in the area over a year. These high percentages in both surveys indicate that any lack of information the respondents had about vocational and technical education could not be attributed to the respondents' living in the area only a short while.

Occupation. The primary reason for asking respondents both their occupations and income levels was to assist in determining their income levels if they refused to state their annual family incomes. However, these data may be of value in planning vocational and technical education programs and in identifying target population groups. Clearly, the large percentages of housewives in both surveys reveal potential for improving family income through vocational and technical education.

Results of the pre-treatment survey show that 281 (27.2%) of the 1,034 respondents said they were housewives and 271 (26.2%) said they were retired; 87 (8.4%) said they were professional or technical workers; 59 (5.7%) said they were service workers; 52 (5.0%) said they were salesworkers; and 52 (5.0%) said they were non-farm laborers. Less than 5.0% of respondents classified their occupations in any of the other occupation categories.

In the post-treatment survey, 277 (27.5%) of the 1,008 respondents said they were retired and 226 (22.4%) said they were housewives; 81 (8.0%) said they were professional or technical workers; 60 (6.0%) said they were service workers; 57 (5.7%) said they were unemployed; 55 (5.5%) said they were students; and 52 (5.2%) said they were clerical workers. Less than 5.0% of respondents classified their occupations in any of the other occupation categories.

Education. The pre-treatment survey results show that 413 (39.9%) of the 1,034 respondents said completion of high school was their educational level. However, 287 (27.8%) said they had completed less than a high school education. The remaining 334 (32.3%) respondents said they had completed at least one to three years of college. In the post-treatment survey, 342 (34.0%) of the 1,008 respondents said completion of high school was their educational level; 319 (31.6%) said they had less than a high school education; and the remaining 295 (29.3%) of the respondents said they had completed at least one to three years of college.

Age. The pre-treatment survey results indicated that 284 (27.5%) of the 1,034 respondents said they were 65 or older; 389 (37.6%) were between 45 and 64 years of age; 65.1% of the respondents were 45 years or older. Another 266 (25.7%) were between 25 and 44 years of age. In the post-treatment survey, 341 (33.8%) of the 1,008 respondents reported they were between 45 and 64 years old; 280 (27.8%) said they were 65 years or older; 61.6% were 45 years or older. Also, 257 (25.5%) said they were between 25 and 44 years of age.

Sex. In the pre-treatment survey 705 (68.2%) of the 1,034 respondents were female and 326 (31.5%) were male. In the post-treatment survey 699 (69.3%) of the 1,008 respondents were female and 304 (30.2%) were male.

Race. Because of the small number of non-black and non-white respondents (nine in the pre-treatment survey and 12 in the post-treatment survey) this study used only the white and black races. In the pre-treatment survey 846 (81.8%) said they were white and 157 (15.2%) said they were black. In the post-treatment survey 824 (81.7%) of the 1,008 respondents said they were white and 166 (16.5%) said they were black.

Family income. In the pre-treatment survey 502 (48.5%) of the 1,034 respondents reported (or it was estimated) they had annual family incomes of less than $7,000 and 488 (47.2%) had annual family incomes of $7,000 or more. In the post-treatment survey 493 (48.9%) of the 1,008 respondents reported (or it was estimated) they had annual family incomes of less than $7,000 and 476 (47.2%) had annual family incomes of $7,000 or more. Annual family incomes information was not available in 44 cases in the pre-treatment survey and 39 cases in the post-treatment survey.

Comparison of Pre-Treatment and Post-Treatment Information Levels

Description of the levels. Four levels of information were designated in this study. The four levels of information were as follows:

LEVEL 1: Respondents did not know *that* vocational and technical education courses were offered in the area, *where* such courses were offered, or *why* such courses were offered.

LEVEL 2: Respondents knew that vocational and technical education courses were offered in the area, but did not know where or why they were offered.

LEVEL 3: Respondents knew that vocational and technical education courses were offered in the area and were able to name some places in the area where such courses were offered. They did not know why such courses were offered.

LEVEL 4: Respondents knew that vocational and technical education courses were offered in the area, were able to name some places in the area where such courses were offered, and gave acceptable reasons as to why such courses were offered.

The relationships of the levels of information to the questions asked in the pre-treatment survey and post-treatment survey questionnaires were straightforward except for on Level 4 (why the courses were offered). Question 4 ("Do you think tax money ought to be used to pay for job training courses for people?") and Question 5 ("Why do you think so?") were used as indirect means of determining if respondents knew why vocational and technical education courses were offered.

The following were deemed acceptable reasons why vocational and technical education courses are offered: Vocational and technical education

-- helps people find jobs.

-- gives people entry-level skills.

-- provides people with skills for promotion in their jobs.

-- helps improve job productivity by providing job skills.

-- helps provide more tax revenue (more-skilled people would pay higher taxes than they would without such skills).

-- helps the community by generating more tax revenue and/or training people for jobs.

-- helps the country/state/community by providing job skills for persons receiving welfare assistance and thus helping those people find jobs.

Findings on information levels. Table 13 shows the classification of the target groups according to information level for the pre-treatment and post-treatment surveys. It can be observed from this table that both the low-income white and low-income black target groups had a loss in percentage in the "No Information" level (-8.3% and -15.3% respectively). These losses in percentage each were statistically significant at the .05 level[1]. It also should be noted that the next level (knew that courses were offered) each increased in percentage; only the increase for the low-income white group was significant at the .05 level. However, the increase in percentage at the next level (knew where courses were offered) for the low-income black group increased significantly (.05 level). There were increases in both groups at the "why" level, but the increases were not statistically significant at the .05 level. Apparently, the loss of percentages in the "No Information" level resulted in increases in percentages in higher levels.

While high-income white and high-income black were not target groups of prime interest in this study, it was of interest to include them as information on them was available as a result of the sampling procedure. It can be observed that in the "No Information" level there was a loss in the high-income white group of 6.1% (significant at the .05 level). An increase in percentage (8.8%) can be noted in this group at the "Where" level (significant at the .05 level). However, no other statistically significant increase or decrease in percentage for the high-income groups occurred.

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[1]Statistical significance was determined from the formula:

$$(\hat{p}_1 - \hat{p}_2) \pm Z\alpha/2 \sqrt{\frac{\hat{p}_1\hat{q}_1}{n_1} + \frac{\hat{p}_2\hat{q}_2}{n_2}}$$

Where $\hat{p}_1$ is proportion in post-treatment survey

$\hat{p}_2$ is proportion in pre-treatment survey

$Z\alpha/2$ is percentage under Z curve distribution at .05% level or 1.96

n_1 and n_2 are samples of the post-treatment and pre-treatment surveys, respectively.

TABLE 13

Selected Target Groups Classified by Vocational and Technical Education Information Levels Prior To and After Information Dissemination[1]

Group		No Information (%)	That (%)	Where (%)	Why (%)	N
Low-Income White	Prior	63.0	3.3	31.2	2.5	365
	After	54.7	7.3	33.7	4.3	395
	Difference	-8.3*	4.0*	2.5	1.8	
Low-Income Black	Prior	84.9	1.9	12.3	.9	106
	After	69.6	4.8	22.4	3.2	125
	Difference	-15.3*	2.9	10.1*	2.3	
High-Income White	Prior	42.0	3.9	41.1	12.9	457
	After	35.9	4.4	49.9	9.8	429
	Difference	-6.1*	.5	8.8*	-3.1	
High-Income Black	Prior	57.1	6.1	22.4	14.3	49
	After	61.0	0.0	34.1	4.9	41
	Difference	3.9	-6.1	11.7	-9.4	

*Significant at the .05 level.

[1]The negative numbers in the "No Information" category indicate that subjects gained information about vocational and technical education between the pre-treatment survey and the post-treatment survey.

Sources of vocational and technical education information. Table 14 shows the sources to which respondents attributed their knowledge of vocational and technical education information. The single source cited by the most respondents was "personal contact"; this source comprised 20.0% of the respondents. The newspaper was mentioned by 12.7% of the respondents, and 7.3% mentioned multiple sources. The other sources were mentioned less frequently.

While a media effect may operate through personal contact, the reason for the comparatively high frequency of personal contact may be due to the lack of organized effort to disseminate information in the past. Since little organized effort had been made previously, the percentage cited for the newspaper and radio most likely were related to efforts of this project. Therefore, the newspaper and the radio are the most promising media to effectively raise the level of vocational and technical education information in this area.

SUMMARY AND CONCLUSIONS

This study determined the levels of information about vocational and technical education held by persons in the service area of Central Florida Community College. The numbers of persons in income/racial groups at each level were determined prior to and after an information dissemination campaign was conducted to raise information levels.

An analysis of the results revealed that significant change occurred in numbers of persons at the various levels for both low-income white and low-income black groups. Specifically, fewer persons were at the "No information" level and more persons were in the higher levels after the information campaign.

TABLE 14

Income/Racial Groups of Post-Treatment Respondents
By Source of Information About
Vocational and Technical Education Programs

Group	Count / Row % / Col % / Tot %	Television	Radio	Newspaper	Combination	Personal Contact	Other	Don't Know	Not Applicable	Row Total
		0	0	9	4	14	3	7	88	125
Low-Income		0.0	0.0	7.2	3.2	11.2	2.4	5.6	70.4	12.6
Black		0.0	0.0	7.1	5.6	7.1	7.0	17.5	17.6	
		0.0	0.0	0.9	0.4	1.4	0.3	0.7	8.9	
		3	3	42	25	65	16	13	227	394
Low-Income		0.8	0.8	10.7	6.3	16.5	4.1	3.3	57.6	39.8
White		100.0	50.0	33.3	34.7	32.8	37.2	32.5	45.3	
		0.3	0.3	4.2	2.5	6.6	1.6	1.3	23.0	
		0	0	3	2	9	0	2	25	41
High-Income		0.0	0.0	7.3	4.9	22.0	0.0	4.9	61.0	4.1
Black		0.0	0.0	2.4	2.8	4.5	0.0	5.0	5.0	
		0.0	0.0	0.3	0.2	0.9	0.0	0.2	2.5	
		0	3	72	41	110	24	18	161	429
High-Income		0.0	0.7	16.8	9.6	25.6	5.6	4.2	37.5	43.4
White		0.0	50.0	57.1	56.9	55.6	55.8	45.0	32.1	
		0.0	0.3	7.3	4.1	11.1	2.4	1.8	16.3	
	Column	3	6	126	72	198	43	40	501	989
	Total	0.3	0.6	12.7	7.3	20.0	4.3	4.0	50.7	100.0

Number of Missing Observations = 19

Summing the percentage of increase for each information level (excluding "No Information") resulted in a total of 23.6%. Applying this percentage to the total low-income white and black target groups in the information campaign area gives an estimated 12,500 of such persons who had increased levels of information.

The results of the pre-treatment survey on levels of information substantiate findings reported by Dobson and Edwards (1971) on their 1971 statewide survey of Florida residents. Dobson and Edwards found that levels of specific information about vocational and technical education opportunities were extremely low, and persons in lower status groups -- those most likely to benefit from vocational and technical education courses -- had less information about vocational and technical education than other groups.

This study clearly shows that the vocational and technical education information levels of the lower income groups can be significantly raised through appropriate use of media. If the condition of having basic information about vocational and technical education is a prerequisite for desire of citizens to improve their economic situation and/or to adequately support vocational and technical education through the tax structure, the implementation of similar information projects to raise information levels throughout Florida would be worthwhile.

RECOMMENDATIONS

That vocational and technical education can provide economic mobility for individuals as well as economic development for communities is beyond question. However, the literature and the results of this study indicate that the persons who could profit most from vocational and technical education programs know very little about such programs.

If knowledge of program information is a prerequisite for enrollment in educational programs, it is questionable that equal access is being provided currently by public vocational and technical educational institutions when discrepancies exist in levels of information between income/racial groups.

Further, it should be noted that public support for vocational and technical education may relate to the levels of information of citizens.

For these reasons, vocational and technical education institutions should assume responsibility for assessing and attempting to raise information levels of citizens in their service area. The purpose of this study was to assist institutions which are assuming this responsibility; specifically, multi-media materials were developed and evaluated in order to present information about vocational and technical education to specific target groups. These materials are included in the Appendices of this report. The following are recommendations on the use of these materials:

1. Appendices A and B contain the questionnaires used in this study. It is recommended that vocational and technical education institutions construct similar questionnaires for assessing levels of information and media use patterns of citizens in their service areas. Data collected with these instruments will facilitate the identification of target groups to be recipients of vocational and technical education program information.

2. Appendix C contains media materials used in the information campaign in this study. These are recommended as types of cutlines, radio and film scripts, and newspaper advertisement copy that can be used in information campaigns.

3. Appendix D shows comparative costs of paid advertising time or space and free public service announcements of media considered for this study. It can be observed from this Appendix that the cost of prime television time is

prohibitive for most vocational and technical educational institutions. Further, the few free public service announcements that are available are run at times when few persons in the target groups are watching television. However, radio and newspaper time and space are relatively inexpensive, and useful public service time and space can be obtained. Since the results of this study were attributed to radio and newspaper, these media are recommended as effective channels for disseminating vocational and technical program information.

Only one movie theater of three approached would provide free or paid advertisement time because of prohibitive policies. Movie theaters in the service area of vocational and technical educational institutions should be contacted before any movies are made to be shown in theaters. Should it be ascertained that theaters will run films about vocational and technical education programs, the movie script in Appendix C could be used as a movie script-writing guide. Also, the actual film used in this study could be borrowed from the Florida State Advisory Council on Vocational and Technical Education.

APPENDIX A

PRE-TREATMENT SURVEY QUESTIONNAIRE

Telephone Number_____

PRE-TREATMENT INTERVIEW GUIDE

Case Number_____ Respondent's Name_____

Address_____
Street and Number

City/Town_____

Date of Interview_____ Interview Starting Time_____

Hello! I'm _____
(INTERVIEWER, WRITE YOUR NAME IN BLANK) with the Marion, Citrus, and Levy County vocational education research project. We're trying to find out what people in thi area think about job training. I'd appreciate you answering a few questions to hel us.

---

1) Do you know if any vocational and technical education courses such as job training in agriculture, electricity, and mechanics are offered in this area?

1____Yes

2____No (SKIP QUESTIONS 2-3)

3____No answer (SKIP QUESTIONS 2-3)

2) Where are they offered?_____

_____

_____

_____

1____Mentioned one training center

2____Mentioned two training centers

3____Mentioned three training centers

4____Mentioned four or more training centers

5____Mentioned programs, but don't know where

6____No answer

7____Not applicable

3) How did you happen to know about this job training?

1____Television
2____Radio
3____Newspaper
4____Billboard
5____Combination of media
6____Personal contact
7____Other (WRITE IN!)_____
_____
8____Don't know
9____Not applicable

4) Do you think tax money ought to be used to pay for job training courses for people?

1____Yes
2____No
3____No answer (SKIP QUESTION 5)

5) Why do you think so?_____
_____
_____
_____

We would like to get information about job training to people like you by using newspapers, television, radio, and movies.

---

6) How much time do you usually spend a day watching television?

1____Less than one hour
2____One hour
3____Two hours
4____Three hours
5____Four or more hours
6____None (SKIP QUESTIONS 7-9)
7____No response

7) Generally, what hours do you watch television most?

_____

_____

8) If you could watch only one television channel, which one would you choose?

_____

9) Is that on cable TV?

1____Yes

2____No

3____Don't know

4____No answer

5____Not applicable

10) About how many hours a day do you spend listening to the radio?

1____Less than one hour

2____One hour

3____Two hours

4____Three hours

5____Four or more hours

6____None (SKIP QUESTIONS 11-12)

7____No response

11) Generally, what hours would you most likely be listening to the radio?

_____

_____

12) If you could listen to only one radio station, which one would you choose?

_____

13) What newspapers do you read regularly?

_____

_____

14) What one newspaper do you read the most?

_____

15) How much time do you spend a day reading newspapers?

1____Less than ½ hour

2____Less than one hour but over ½ hour

3____About one hour

4____Two hours

5____Three hours

6____Four or more hours

7____None

8____No response

16) About how often do you go to the movies?

1____Several times a week

2____About once a week

3____Several times a month

4____About once a month

5____Less than once a month

6____Never (SKIP QUESTIONS 17-18)

7____No answer

17) What movie theater do you go to most often?

_____

_____

18) What night or nights are your favorites for going to the movies?

01____Sunday

02____Monday

03____Tuesday

04____Wednesday

05____Thursday

05____Friday

07____Saturday

08____No favorites

09____No answer

10____Not applicable

Finally, I need to ask you a few more questions that will help us offer job training courses to many different kinds of people.

---

19) How long have you lived in this area?

1____Less than 6 months

2____6 months - 1 year

3____1-5 years

4____More than 5 years

20) What kind of work do you do? _____

_____

_____

White-Collar Workers

01____Professional and technical workers

02____Managers and administrators (except farm)

03____Salesworkers

04____Clerical workers

Blue-Collar Workers

05____Craftsmen and kindred workers

06____Operatives

07____Nonfarm laborers

08____Service workers

09____Farm Workers

Other

10____Housewife (WHAT IS YOUR HUSBAND'S OCCUPATION? _____

_____)

11____Student

12____Unemployed

13____Retired (WHAT DID YOU DO FOR A LIVING BEFORE RETIREMENT? _____

_____)

21) What was the highest grade you completed in school?

Elementary School

1____Under 5 years

2____5-7 years

3____8 years

High School

4____1-3 years

5____4 years

College

6____1-3 years

7____4 years or more

8____No answer

22) (INTERVIEWER, TRY TO GUESS AT AGE GROUP AND ASK ABOUT THAT GROUP!)

Are you?

1____Under 16 years

2____16-19 years

3____20-24 years

4____25-44 years

5____45-64 years

6____65 years or over

7____No answer

23) Your race?

1____White

2____Black

3____Oriental-American

4____American Indian

5____Spanish-American

6____Other (WRITE IN!)_____

_____

7____No answer

24) And finally, is your family income? (NTERVIEWER, TRY TO GUESS INCOME AND ASK ABOUT THAT INCOME GROUP!)

1____Under $3,000

2____Between $3,000 and $4,999

3____Between $5,000 and $6,999

4____Between $7,000 and $9,999

5____Between $10,000 and $14,999

6____$15,000 and over

7____No answer

8____Doesn't know annual income, but makes _____WEEKLY

or _____MONTHLY.

Thank you for cooperating with us. Your answers will help us in trying to provide job training courses and programs for more people in this area.

END OF INTERVIEW

Interview Completion Time _____

25) (:NTERVIEWER, WHAT IS THE RESPONDENT'S SEX?)

1____Male

2____Female

APPENDIX B

POST-TREATMENT SURVEY QUESTIONNAIRE

Telephone Number_____

POST-TREATMENT INTERVIEW GUIDE

Case Number_____ Respondent's Name_____

Address_____
Street and Number

City/Town_____

Date of Interview_____ Interview Starting Time_____

Hello! I'm _____ (INTERVIEWER, WRITE YOUR NAME IN BLANK) with the Marion, Citrus, and Levy County vocational education research project. We're trying to find out what people in this area think about job training. I'd appreciate your answering a few questions to help us.

---

1) Do you know if any vocational and technical education courses such as job training in agriculture, electricity, and mechanics are offered in this area?

1____Yes

2____No (SKIP QUESTIONS 2-3)

3____No answer (SKIP QUESTIONS 2-3)

2) Where are they offered? _____

_____

_____

_____

01____Mentioned one training center

02____Mentioned two training centers

03____Mentioned three training centers

04____Mentioned four or more training centers

05____Mentioned programs, but don't know where

11____No answer

12____Not applicable

3) How did you happen to know about this job training?

01____Television

02____Radio

03____Newspaper

04____Billboard

05____Combination of media

11____Personal contact

12____Other (WRITE IN:)_____

_____

13____Don't know

14____Not applicable

4) Do you think tax money ought to be used to pay for job training courses for people?

1____Yes

2____No

3____No answer (SKIP QUESTION 5)

5) Why do you think so?_____

_____

_____

_____

6) Do you plan to enroll in any vocational and technical education courses?

1____Yes

2____No

3____No answer

7) Would you like to have information about Central Florida Community College's vocational and technical education courses sent to you?

1____Yes

2____No

3____No answer

At Central Florida Community College, we have been trying to publicize our vocational and technical education courses through such media as television, radio, and newspapers. We are trying to help people prepare themselves to get jobs, to get promoted in their present jobs, or to get better jobs. I need to ask you a few more questions that will help us offer job training courses to many different kinds of people.

---

8) What kind of work do you do? _____

_____

_____

White-Collar Workers

01____Professional and technical workers

02____Managers and administrators (except farm)

03____Salesworkers

04____Clerical workers

Blue-Collar Workers

05____Craftsmen and kindred workers

11____Operatives

12____Nonfarm laborers

13____Service Workers

14____Farm Workers

Other

15____Housewife (WHAT IS YOUR HUSBAND'S OCCUPATION? _____

_____)

21____Student

22____Unemployed

23____Retired (WHAT DID YOU DO FOR A LIVING BEFORE RETIREMENT? _____

_____)

9) How long have you lived in this area?

1 ___Less than 6 months

2 ___6 months - 1 year

3 ___1-5 years

4 ___More than 5 years

10) What was the highest grade you completed in school?

Elementary School

01 ___Under 5 years

02 ___5-7 years

03 ___8 years

High School

04 ___1-3 years

05 ___4 years

College

11 ___1-3 years

12 ___4 years or more

13 ___No answer

11) (INTERVIEWER, TRY TO GUESS AT AGE GROUP AND ASK ABOUT THAT GROUP!)

Are you?

01 ___Under 16 years

02 ___16-19 years

03 ___20-24 years

04 ___25-44 years

05 ___45-64 years

11 ___65 years or over

12 ___No answer

12) Your race?

01 ___White

02 ___Black

03 ___Oriental-American

04 ___American Indian

05 ___Spanish-American

11 ___Other (WRITE IN!) _____

_____

12 ___No answer

13) And finally, is your family income? (INTERVIEWER, TRY TO GUESS INCOME AND ASK ABOUT THAT INCOME GROUP!)

01 ____Under $3,000

02 ____Between $3,000 and $4,999

03 ____Between $5,000 and $6,999

04 ____Between $7,000 and $9,999

05 ____Between $10,000 and $14,999

11 ____$15,000 and over

12 ____No answer

13 ____Doesn't know annual income, but makes _____WEEKLY

or _____MONTHLY.

Thank you for cooperating with us. Your answers will help us in trying to provide job training courses and programs for more people in this area.

END OF INTERVIEW

Interview Completion Time _____

14) (INTERVIEWER, WHAT IS THE RESPONDENT'S SEX?)

1 ____Male

2 ____Female

APPENDIX C

MEDIA MATERIALS

SCRIPT FOR MOVIE
ON VOCATIONAL AND TECHNICAL EDUCATION

Vocational education could mean something to you! Are you:

-- a high school graduate seeking a vocation?

-- a housewife with no recent training wanting to work?

-- a returning veteran facing a tight job market?

-- an adult temporarily out of work?

-- employed but seeking advancement on the job or a new opportunity?

The State of Florida supports opportunity for persons with these and other goals through high school, area vocational centers, and community colleges.

In this area, this opportunity is provided by Central Florida Community College where modern training programs are offered which lead to steady-paying jobs with a future. Examples of such programs are law enforcement, radiological health technology, nursing, cosmetology, and machine tool and radio-TV repair. Completion of high school is not required for admission to many of these programs.

For further information, phone college admissions.

SCRIPT FOR RADIO PUBLIC SERVICE ANNOUNCEMENT
ON VOCATIONAL AND TECHNICAL EDUCATION

Vocational education could mean a lot to you! Are you:

-- a high school graduate looking for a career?

-- a housewife with no recent training who wants to work?

-- a returning veteran facing a tight job market?

-- out of work?

-- employed but seeking a promotion or a better job?

Central Florida Community College offers training programs which lead to steady-paying jobs. These programs include nursing, law enforcement, and radio-TV repair. A high school diploma is not required for many programs.

For more information, call Central Florida Community College at 237-2111.

SCRIPT FOR RADIO PUBLIC SERVICE ANNOUNCEMENT
ON VOCATIONAL AND TECHNICAL EDUCATION

Vocational education could mean a lot to you!

Central Florida Community College in Ocala offers a wide variety of training programs which lead to steady-paying jobs. These programs include law enforcement, radiological health technology, nursing, cosmetology, and machine tool and radio-TV repair. Many programs do not require a high school diploma.

For more information, call Central Florida Community College at 237-2111, Extension 86.

SCRIPT FOR RADIO PUBLIC SERVICE ANNOUNCEMENT
ON VOCATIONAL AND TECHNICAL EDUCATION

Are you looking for a job or are you seeking advancement in your present job? If so, vocational and technical education could be a great help to you.

Central Florida Community College in Ocala offers many training programs which lead to steady-paying jobs. Among these programs are nursing, radiological health technology, and law enforcement. A high school diploma is not required for many programs.

For more information, call Central Florida Community College at 237-2111, Extension 86.

NEWSPAPER CLASSIFIED ADVERTISEMENT
ON VOCATIONAL AND TECHNICAL EDUCATION

Want a job? Central Florida Community College offers vocational and technical courses leading to steady-paying jobs. Call 237-2111, Ext. 86.

CUTLINES FOR NEWSPAPER PHOTOGRAPH
ON VOCATIONAL AND TECHNICAL EDUCATION

Hammer Traded For T-Square

James Bolomey of Ocala has been confined to a wheelchair since he fell off a roof while working as a carpenter. Now he is retraining in a related field -- building construction technology -- at Central Florida Community College. That vocational education program prepares students for careers as supervisors or contractors of small- to medium-size residential and commercial buildings. Additional information concerning vocational education program is available by contacting the college in Ocala.

CUTLINES FOR NEWSPAPER PHOTOGRAPH
ON VOCATIONAL AND TECHNICAL EDUCATION

Clockwork

Pete Buford, a student in the machine shop vocational education program at Central Florida Community College, is spending an awful lot of time now so that he can tell time later. Buford is making his own grandfather clock from scratch, metal gears and all. Information concerning the vocational education program is available by contacting the college.

CUTLINES FOR NEWSPAPER PHOTOGRAPH
ON VOCATIONAL AND TECHNICAL EDUCATION

Students Aid 'Model' Patient

Marsia Dyer, left, and Diane Schomburg are learning to bathe bedridden patients as part of their training in Central Florida Community College's nursing program. The manikin is a practice patient in this CFCC vocational education program. Information concerning vocational education programs is available by contacting the college.

CUTLINES FOR NEWSPAPER PHOTOGRAPH
ON VOCATIONAL AND TECHNICAL EDUCATION

Eggplant

Dr. W. W. McMillen (far right), agribusiness technology instructor at Central Florida Community College, and three students in that vocational educati program are checking the effects of different irrigation systems on growth of eggplants. The students are (left to right) Bob Craft, Jack Cook, and Nick Hall. Agribusiness technology prepares students for careers in such areas as farm management, horse and cattle farming, farm equipment sales work, and feed or seed and fertilizer sales work. Additional information concerning vocational education programs is available by contacting the college.

APPENDIX D

COMPARATIVE COSTS OF MEDIA TIME/SPACE

Media Considered
for Information Campaign

Media	Time/Space	Cost	PSA
Television	Prime	$145-$400/30 seconds	Unlikely
	Station Discretion	Free	Available But Infrequent
Radio	6:00-10:00 AM	$3.65/30 seconds	Available And Likely
Newspaper	News Columns	Free	Available
	Classified Advertisement (five lines)	$23.80/two weeks	Available
Movie	Regular Cycle	Free	Available

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